

## Kindergarten

### Standard 1

#### **COMMUNICATION: Write and speak in a language other than English**

*Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)*

- K.1.1 Recognize and express basic greetings and farewells.
- K.1.2 Recognize and state basic personal information.  
Examples: Name and age
- K.1.3 Recognize and express basic likes, dislikes, and feelings through single-word responses.
- K.1.4 Recognize and use situation-appropriate non-verbal communication.

### Standard 2

#### **COMMUNICATION: Interpret information in a language other than English**

*Learners interpret written and spoken language on a variety of topics. (Interpretive)*

- K.2.1 Demonstrate comprehension of oral or visual cues verbally and/or non-verbally.

### Standard 3

#### **COMMUNICATION: Present information in a language other than English**

*Learners present to an audience of listeners or readers on a variety of topics. (Presentational)*

- K.3.1 Recite developmentally appropriate rhymes and poetry of the target cultures.
- K.3.2 Present simple prepared material with teacher guidance.  
Examples: Dialogues, short skits, etc.
- K.3.3 Sing simple developmentally appropriate songs of the target language and cultures.
- K.3.4 Describe familiar objects in simple terms with teacher guidance.  
Examples: Shapes, colors, etc.

### Standard 4

#### **CULTURES: Develop awareness of other cultures**

*Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.*

- K.4.1 Recognize basic routine practices of the target cultures.  
Examples: Greetings, table manners, etc.
- K.4.2 Identify products and symbols of the target cultures.  
Examples: Food, dress, toys, flags, etc.

**Standard 5****CONNECTIONS: Make connections to other content areas**

*Learners use the target language to expand their knowledge of and make connections among multiple content areas.*

- K.5.1 Use simple vocabulary and/or phrases to identify familiar objects and basic concepts from other content areas.  
Examples: Recognize and count in numbers (refers to Mathematics K.1.6), plants and animals (refers to Science K.4.1), location (refers to Social Studies K.3.1)
- K.5.2 Integrate content area concepts and skills through relevant activities.  
Examples: Count a number of objects, label basic plants and animals, respond to directions using location terms

**Standard 6****CONNECTIONS: Access and connect information through various media**

*Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.*

- K.6.1 Use digital media and culturally authentic resources to build vocabulary.  
Examples: Developmentally appropriate language websites, children's programming

**Standard 7****COMPARISONS: Investigate the nature of language and culture**

*Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.*

- K.7.1 Recognize words shared between English and the target language.
- K.7.2 Recognize and use authentic simple forms of address in everyday situations.
- K.7.3 Recognize celebrations and holidays of other cultures and compare them to those of the learner's culture.
- K.7.4 Recognize contributions from other cultures.  
Examples: Music, art, customs, famous people, etc.

**Standard 8****COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings**

*Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.*

- K.8.1 Share experiences from the world language classroom within the school and/or community.  
Example: Use the target language to teach basic vocabulary to friends and family

- K.8.2 Recognize the use of the target language in the learner's community.  
Examples: Signs, restaurants
- K.8.3 Experience the cuisine, music, drama, literature, etc. from the target cultures.

## Grade 1

### Standard 1

#### **COMMUNICATION: Write and speak in a language other than English**

*Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)*

- 1.1.1 Recognize and express multiple greetings and farewells.
- 1.1.2 Recognize and state basic personal information.  
Examples: Name, age, origin, etc.
- 1.1.3 Recognize and express a variety of likes, dislikes, and feelings in single-word responses.
- 1.1.4 Recognize and use situation-appropriate non-verbal communication.

### Standard 2

#### **COMMUNICATION: Interpret information in a language other than English**

*Learners interpret written and spoken language on a variety of topics. (Interpretive)*

- 1.2.1 Demonstrate comprehension of oral and visual cues verbally and/or non-verbally.
- 1.2.2 Recognize letters, sounds and special characters of the target language.
- 1.2.3 Identify familiar words or phrases, including cognates and words shared between languages.

### Standard 3

#### **COMMUNICATION: Present information in a language other than English**

*Learners present to an audience of listeners or readers on a variety of topics. (Presentational)*

- 1.3.1 Recite developmentally appropriate rhymes and poetry of the target cultures.
- 1.3.2 Present simple prepared material with teacher guidance.  
Examples: Dialogues, short skits, etc.
- 1.3.3 Sing simple developmentally appropriate songs of the target language and cultures.
- 1.3.4 Describe objects and self in simple terms with teacher guidance.  
Examples: Shapes, colors, numbers, sizes, etc.

### Standard 4

#### **CULTURES: Develop awareness of other cultures**

*Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.*

- 1.4.1 Recognize basic routine practices of the target cultures.  
Examples: Greetings, table manners, etc.
- 1.4.2 Identify products and symbols of the target cultures.  
Examples: Food, dress, toys, flags, etc.

**Standard 5****CONNECTIONS: Make connections to other content areas**

*Learners use the target language to expand their knowledge of and make connections among multiple content areas.*

- 1.5.1 Use simple vocabulary and phrases to identify familiar objects and basic concepts from other content areas.  
Examples: Recognize numbers to 100 (refers to Mathematics 1.1.1), animals (refers to Science 1.4.3), cardinal directions (refers to Social Studies 1.3.2)
- 1.5.2 Integrate content area concepts and skills through relevant activities.  
Examples: Count a number of objects, describe what animals eat, identify cardinal directions in the classroom

**Standard 6****CONNECTIONS: Access and connect information through various media**

*Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.*

- 1.6.1 Use digital media and culturally authentic resources to build vocabulary.  
Examples: Developmentally appropriate language websites, children's programming

**Standard 7****COMPARISONS: Investigate the nature of language and culture**

*Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.*

- 1.7.1 Recognize words shared between English and the target language.
- 1.7.2 Recognize similarities and differences in structural patterns of languages.  
Example: Singular versus plural forms
- 1.7.3 Recognize and use authentic simple forms of address in everyday situations.
- 1.7.4 Identify some daily living patterns of other cultures and the learner's own culture.  
Examples: Food and table manners
- 1.7.5 Recognize celebrations and holidays of other cultures and compare them to those of the learner's culture.
- 1.7.6 Recognize contributions from other cultures.  
Examples: Music, art, customs, famous people, etc.

## **Standard 8**

### **COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings**

*Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.*

- 1.8.1 Share experiences from the world language classroom within the school and/or community.  
Example: Use the target language to teach basic vocabulary to friends and family
- 1.8.2 Recognize the use of the target language in the learner's community.  
Examples: Signs, restaurants
- 1.8.3 Experience the cuisine, music, drama, literature, etc. from the target cultures.

## Grade 2

### Standard 1

#### **COMMUNICATION: Write and speak in a language other than English**

*Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)*

- 2.1.1 Accurately use multiple greetings and farewells.
- 2.1.2 Accurately state personal information.  
Examples: Name, age, origin, phone number, etc.
- 2.1.3 Recognize and express a variety of likes, dislikes, and feelings in multi-word responses.
- 2.1.4 Recognize and use situation-appropriate non-verbal communication.

### Standard 2

#### **COMMUNICATION: Interpret information in a language other than English**

*Learners interpret written and spoken language on a variety of topics. (Interpretive)*

- 2.2.1 Demonstrate comprehension of familiar words and phrases.
- 2.2.2 Recognize letters, sounds and special characters of target language.
- 2.2.3 Identify familiar words or phrases, including cognates and words shared between languages.

### Standard 3

#### **COMMUNICATION: Present information in a language other than English**

*Learners present to an audience of listeners or readers on a variety of topics. (Presentational)*

- 2.3.1 Recite developmentally appropriate rhymes and poetry of the target cultures.
- 2.3.2 Present simple prepared material with greater independence.  
Examples: Dialogues, short skits, plays, etc.
- 2.3.3 Read words and phrases aloud to practice appropriate intonation and pronunciation.
- 2.3.4 Write familiar words and phrases.
- 2.3.5 Sing simple developmentally appropriate songs of the target language and cultures.
- 2.3.6 Describe objects and self in familiar terms with greater independence.  
Examples: Shapes, colors, numbers, sizes, etc.

### Standard 4

#### **CULTURES: Develop awareness of other cultures**

*Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.*

- 2.4.1 Recognize basic routine practices of the target cultures.  
Examples: Greetings, table manners, etc.

- 2.4.2 Identify products and symbols of the target cultures.  
Examples: Food, dress, toys, flags, etc.

## Standard 5

### **CONNECTIONS: Make connections to other content areas**

*Learners use the target language to expand their knowledge of and make connections among multiple content areas.*

- 2.5.1 Use simple vocabulary and phrases to label objects and concepts from other content areas.  
Examples: Terms for mathematical operations (refers to Mathematics 2.2.1-3), seasons and weather (refers to Science 2.3.1)
- 2.5.2 Integrate content area concepts and skills through relevant activities.  
Examples: Add and subtract in the target language, identify and describe seasons and weather patterns

## Standard 6

### **CONNECTIONS: Access and connect information through various media**

*Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.*

- 2.6.1 Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.  
Examples: Developmentally appropriate language websites, children's programming and children's literature

## Standard 7

### **COMPARISONS: Investigate the nature of language and culture**

*Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.*

- 2.7.1 Recognize and use words shared between English and the target language.
- 2.7.2 Recognize similarities and differences in structural patterns of languages.  
Example: Word order
- 2.7.3 Recognize and use authentic forms of address with family and friends.
- 2.7.4 Examine the daily living patterns of other cultures and the learner's own culture.  
Example: School schedule
- 2.7.5 Describe traditions of the target cultures' celebrations and holidays.
- 2.7.6 Recognize contributions from other cultures.  
Examples: Music, art, customs, famous people, etc.



## **Standard 8**

### **COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings**

*Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.*

- 2.8.1 Share experiences from the world language classroom within the school and/or community.  
Example: Use the target language to teach basic vocabulary to friends and family
- 2.8.2 Recognize the use of the target language in the learner's community.  
Examples: Signs, restaurants
- 2.8.3 Experience the cuisine, music, drama, literature, etc. from the target cultures.

## Grade 3

### Standard 1

#### **COMMUNICATION: Write and speak in a language other than English**

*Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)*

- 3.1.1 Participate in brief guided conversations emphasizing previously-learned material.  
Examples: Greetings and farewells, likes, dislikes, feelings, etc.
- 3.1.2 Recognize and state information about self and family.  
Examples: Name, physical attributes, etc.
- 3.1.3 Make basic requests.
- 3.1.4 Recognize and use situation-appropriate non-verbal communication.

### Standard 2

#### **COMMUNICATION: Interpret information in a language other than English**

*Learners interpret written and spoken language on a variety of topics. (Interpretive)*

- 3.2.1 Understand and respond to simple requests, commands, and directions.
- 3.2.2 Identify familiar words or phrases.
- 3.2.3 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.  
Example: Identify familiar vocabulary from an authentic supermarket flyer

### Standard 3

#### **COMMUNICATION: Present information in a language other than English**

*Learners present to an audience of listeners or readers on a variety of topics. (Presentational)*

- 3.3.1 Recite developmentally appropriate rhymes and poetry of the target cultures.
- 3.3.2 Present simple prepared material.  
Examples: Dialogues, short skits, descriptions, etc.
- 3.3.3 Read sentences aloud to practice appropriate intonation and pronunciation.
- 3.3.4 Write complete sentences with teacher guidance.
- 3.3.5 Sing simple developmentally appropriate songs of the target language and cultures.

### Standard 4

#### **CULTURES: Develop awareness of other cultures**

*Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.*

- 3.4.1 Recognize and report on basic family practices of the target cultures.  
Examples: Family structure, giving and receiving, mealtimes, etc.

- 3.4.2 Describe products and symbols of the target cultures.

## **Standard 5**

### **CONNECTIONS: Make connections to other content areas**

*Learners use the target language to expand their knowledge of and make connections among multiple content areas.*

- 3.5.1 Describe objects and concepts from other content areas.  
Examples: Shapes, sizes, and colors (refers to Mathematics 3.4.10 and Science 1.2.6), computer skills (refers to English/Language Arts 3.4.5)
- 3.5.2 Integrate content area concepts and skills through relevant activities.  
Examples: Label and describe familiar objects, type sentences in the target language

## **Standard 6**

### **CONNECTIONS: Access and connect information through various media**

*Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.*

- 3.6.1 Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.  
Examples: Developmentally appropriate language websites, children's programming and children's literature

## **Standard 7**

### **COMPARISONS: Investigate the nature of language and culture**

*Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.*

- 3.7.1 Recognize and use words shared between English and the target language.
- 3.7.2 Recognize and use simple language structures.  
Example: Agreement of adjectives and nouns
- 3.7.3 Recognize idiomatic expressions in the target language.
- 3.7.4 Recognize and use authentic forms of address with family and friends.
- 3.7.5 Examine the daily living patterns of other cultures and the learner's own culture.  
Examples: Personal hygiene
- 3.7.6 Describe traditions of the target cultures' celebrations and holidays.
- 3.7.7 Recognize and share contributions from other cultures.

## **Standard 8**

### **COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings**

*Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.*

- 3.8.1      Share experiences from the world language classroom within the school and/or community.  
Example: Make presentations in the target language to family members
- 3.8.2      Recognize and show the use of the target language in the learner's community.
- 3.8.3      Experience and report on the cuisine, music, drama, literature, etc. from the target cultures.

## Grade 4

### Standard 1

#### **COMMUNICATION: Write and speak in a language other than English**

*Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)*

- 4.1.1 Participate in brief guided conversations emphasizing previously-learned material.  
Examples: Greetings and farewells, simple descriptions, etc.
- 4.1.2 Recognize and state information about self and family.  
Examples: Physical attributes, likes and dislikes, etc.
- 4.1.3 Make requests and ask basic questions.
- 4.1.4 Recognize and use situation-appropriate non-verbal communication.
- 4.1.5 Recognize speaking and listening strategies that facilitate communication.  
Example: Ask for clarification

### Standard 2

#### **COMMUNICATION: Interpret information in a language other than English**

*Learners interpret written and spoken language on a variety of topics. (Interpretive)*

- 4.2.1 Understand and respond to simple requests, commands, and directions.
- 4.2.2 Identify familiar words or phrases.
- 4.2.3 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.  
Example: List main characters from a short authentic children's story

### Standard 3

#### **COMMUNICATION: Present information in a language other than English**

*Learners present to an audience of listeners or readers on a variety of topics. (Presentational)*

- 4.3.1 Recite developmentally appropriate rhymes and poetry of the target cultures.
- 4.3.2 Present prepared material on a variety of topics.  
Examples: Dialogues, short skits, plays, etc
- 4.3.3 Read short passages aloud to practice appropriate intonation and pronunciation.
- 4.3.4 Write complete sentences with teacher guidance.
- 4.3.5 Sing simple developmentally appropriate songs of the target language and cultures.

### Standard 4

#### **CULTURES: Develop awareness of other cultures**

*Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.*

- 4.4.1 Recognize and report on basic family practices of the target cultures.  
Examples: Family structure, giving and receiving, mealtimes, etc.
- 4.4.2 Describe products and symbols of the target cultures.

## **Standard 5**

### **CONNECTIONS: Make connections to other content areas**

*Learners use the target language to expand their knowledge of and make connections among multiple content areas.*

- 4.5.1 Describe objects and concepts from other content areas.  
Examples: Classification of living things (refers to Science 3.4.1), telling time (refers to Mathematics 2.5.9, 3.5.9, 4.5.9)
- 4.5.2 Integrate content area concepts and skills through relevant activities.  
Examples: Sort animals into various groups, tell time to the half- and quarter-hour in the target language

## **Standard 6**

### **CONNECTIONS: Access and connect information through various media**

*Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.*

- 4.6.1 Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.  
Examples: Developmentally appropriate language websites, children's programming and children's literature
- 4.6.2 Use digital media and/or culturally authentic resources to study target cultures.  
Examples: Developmentally appropriate language websites

## **Standard 7**

### **COMPARISONS: Investigate the nature of language and culture**

*Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.*

- 4.7.1 Recognize and use words shared between English and the target language.
- 4.7.2 Recognize and use simple language structures.  
Example: Agreement of nouns and verbs
- 4.7.3 Recognize and use idiomatic expressions in the target language.
- 4.7.4 Recognize and use authentic forms of address with family and friends.
- 4.7.5 Examine the daily living patterns of other cultures and the learner's own culture.  
Examples: Clothing, transportation
- 4.7.6 Describe traditions of the target cultures' celebrations and holidays.
- 4.7.7 Recognize and share contributions from other cultures.

## **Standard 8**

### **COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings**

*Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.*

- 4.8.1      Share experiences from the world language classroom within the school and/or community.  
Example: Make presentations in the target language to family members
- 4.8.2      Recognize and show the use of the target language in the learner's community.
- 4.8.3      Experience and report on the cuisine, music, drama, literature, etc. from the target cultures.

## Grade 5

### Standard 1

#### **COMMUNICATION: Write and speak in a language other than English**

*Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)*

- 5.1.1 Participate in brief conversations emphasizing previously-learned material.  
Examples: Greetings and farewells, descriptions, etc.
- 5.1.2 Accurately state information about self and family.  
Examples: Personality characteristics, age, etc.
- 5.1.3 Make requests and ask different types of questions.
- 5.1.4 Recognize and use situation-appropriate non-verbal communication.
- 5.1.5 Use speaking and listening strategies to facilitate communication.  
Examples: Identifying key words, synonyms and antonyms

### Standard 2

#### **COMMUNICATION: Interpret information in a language other than English**

*Learners interpret written and spoken language on a variety of topics. (Interpretive)*

- 5.2.1 Understand and respond accurately to simple requests, commands, and directions.
- 5.2.2 Identify familiar words and phrases.
- 5.2.3 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.  
Example: Illustrate the main idea of a selection

### Standard 3

#### **COMMUNICATION: Present information in a language other than English**

*Learners present to an audience of listeners or readers on a variety of topics. (Presentational)*

- 5.3.1 Recite developmentally appropriate rhymes and poetry of the target cultures.
- 5.3.2 Present prepared material on a variety of topics.  
Examples: Dialogues, short skits, plays, etc.
- 5.3.3 Read short passages aloud to practice appropriate intonation and pronunciation.
- 5.3.4 Write complete sentences independently.
- 5.3.5 Compose simple written information.  
Examples: Simple poetry, simple messages, simple descriptions, simple narratives, cartoons, etc.
- 5.3.6 Sing simple developmentally appropriate songs of the target language and cultures.



**Standard 4****CULTURES: Develop awareness of other cultures**

*Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.*

5.4.1 Recognize and report on basic family practices of the target cultures.

Examples: Family structure, giving and receiving, mealtimes, etc.

5.4.2 Describe products and symbols of the target cultures.

**Standard 5****CONNECTIONS: Make connections to other content areas**

*Learners use target language to expand their knowledge of and make connections among multiple content areas.*

5.5.1 Describe objects and concepts from other content areas.

Example: Temperature in Celsius and Fahrenheit (refers to Mathematics 5.5.6 and Science 5.5.1)

5.5.2 Integrate content area concepts and skills through relevant activities.

Example: Investigate different systems of measurement (Celsius, metric)

**Standard 6****CONNECTIONS: Access and connect information through various media**

*Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.*

5.6.1 Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.

Examples: Developmentally appropriate language websites, children's programming and children's literature

5.6.2 Use digital media and/or culturally authentic resources to study target cultures.

Examples: Photographs, developmentally appropriate language websites

**Standard 7****COMPARISONS: Investigate the nature of language and culture**

*Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.*

5.7.1 Recognize cognates.

5.7.2 Recognize and use simple language structures.

Example: Question formation

5.7.3 Recognize and use idiomatic expressions in the target language.

- 5.7.4 Recognize and use authentic forms of address with family and friends.
- 5.7.5 Research independently the daily living patterns of other cultures and the learner's own culture.  
Examples: Family time, entertainment
- 5.7.6 Identify the history of the target cultures' celebrations and holidays.
- 5.7.7 Recognize and share contributions from other cultures.

## Standard 8

### **COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings**

*Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.*

- 5.8.1 Share experiences from the world language classroom within the school and/or community.  
Example: Make presentations in the target language to family members
- 5.8.2 Recognize and show the use of the target language in the learner's community.
- 5.8.3 Experience and report on the cuisine, music, drama, literature, etc. from the target cultures.

## Grade 6

### Standard 1

#### **COMMUNICATION: Write and speak in a language other than English**

*Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)*

- 6.1.1 Recognize and state information about self, family, and friends.
- 6.1.2 Exchange familiar information and opinions orally.  
Examples: Express emotions and inquire about others' feelings
- 6.1.3 Exchange familiar information and opinions in written form.  
Examples: Letters, e-mails, etc.
- 6.1.4 Make requests and ask basic questions in social situations.  
Example: Polite requests
- 6.1.5 Recognize and use situation-appropriate non-verbal communication.
- 6.1.6 Use speaking and listening strategies to facilitate communication.  
Examples: Identifying key words, synonyms and antonyms

### Standard 2

#### **COMMUNICATION: Interpret information in a language other than English**

*Learners interpret written and spoken language on a variety of topics. (Interpretive)*

- 6.2.1 Respond to classroom requests, commands, and directions.
- 6.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.  
Example: Demonstrate understanding of an authentic children's story through reenactment
- 6.2.3 Make educated guesses about meaning in familiar written and spoken contexts, using cognates and familiar vocabulary.

### Standard 3

#### **COMMUNICATION: Present information in a language other than English**

*Learners present to an audience of listeners or readers on a variety of topics. (Presentational)*

- 6.3.1 Recite developmentally appropriate rhymes, proverbs, and poetry of the target cultures.
- 6.3.2 Present more complex prepared material on a variety of topics with improving accuracy.  
Examples: Dialogues, skits, plays, role-play, short speeches, etc.
- 6.3.3 Read passages aloud to practice appropriate intonation and pronunciation with increasing accuracy.
- 6.3.4 Compose simple cohesive written information using appropriate formats.  
Examples: Poetry, messages, descriptions, cartoons, etc.
- 6.3.5 Sing developmentally appropriate songs of the target language and cultures.

**Standard 4****CULTURES: Develop awareness of other cultures**

*Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.*

- 6.4.1 Investigate and report on basic social practices of the target cultures.  
Example: Celebrations and holidays unique to the target cultures
- 6.4.2 Examine products, perspectives, and symbols of the target cultures.  
Examples: Big C and Little c products, friendship, family, time, etc.
- 6.4.3 Examine factors that influence practices, products, and perspectives.  
Examples: Geography, weather, demographics, etc.
- 6.4.4 Describe contributions from other cultures.  
Examples: Art, literature, famous people, etc.

**Standard 5****CONNECTIONS: Make connections to other content areas**

*Learners use the target language to expand their knowledge of and make connections among multiple content areas.*

- 6.5.1 Investigate and report on objects and concepts from other content areas.  
Examples: Numbers to 1,000,000 (refers to Mathematics 4.1.1), solar system (refers to Science 6.3.3), map skills (refers to Social Studies 6.3.2)
- 6.5.2 Integrate content area concepts and skills through relevant activities.  
Examples: Count and label objects up to 1,000,000; label and describe planets; use a map or locational technology to identify locations

**Standard 6****CONNECTIONS: Access and connect information through various media**

*Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.*

- 6.6.1 Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.  
Examples: Electronic dictionaries, language websites, TV programs, etc.
- 6.6.2 Use digital media and culturally authentic resources to study target cultures.  
Examples: Short video clips, advertisements, etc.

**Standard 7****COMPARISONS: Investigate the nature of language and culture**

*Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.*

- 6.7.1 Use cognates and word families to guess meaning.
- 6.7.2 Recognize and use a variety of language structures.  
Example: Negative constructions
- 6.7.3 Compare and use idiomatic and colloquial expressions in the target language.
- 6.7.4 Compare and use authentic forms of address in familiar social situations.
- 6.7.5 Compare the social patterns of other cultures and the learner's own culture.  
Examples: Compare school settings, role-play meeting new people, discuss dating, etc.

## Standard 8

### **COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings**

*Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.*

- 6.8.1 Share experiences from the world language classroom within the school and/or community.  
Example: Make presentations to peers and school community
- 6.8.2 Investigate and share with others the influences of the target language and cultures on the community.  
Examples: Architecture, special events, stores and shops, etc.
- 6.8.3 Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.  
Examples: Watch movies in the target language, listen to songs in the target language, join a club, establish e-pal or pen pal connections with native speakers, travel abroad

## Grade 7

### Standard 1

#### **COMMUNICATION: Write and speak in a language other than English**

*Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)*

- 7.1.1 Accurately state information about self, family, and friends.
- 7.1.2 Exchange more detailed information and opinions orally.
- 7.1.3 Exchange more detailed information and opinions in written form.  
Examples: Letters, e-mails, etc.
- 7.1.4 Make requests and ask basic questions in social situations.  
Example: Use of simple imperative
- 7.1.5 Recognize and use situation-appropriate non-verbal communication.
- 7.1.6 Use speaking and listening strategies to facilitate communication.  
Examples: Identifying key words, synonyms and antonyms

### Standard 2

#### **COMMUNICATION: Interpret information in a language other than English**

*Learners interpret written and spoken language on a variety of topics. (Interpretive)*

- 7.2.1 Respond to classroom requests, commands, and directions.
- 7.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.  
Example: Skim for general understanding
- 7.2.3 Make educated guesses about meaning in familiar written and spoken contexts, using cognates and familiar vocabulary.

### Standard 3

#### **COMMUNICATION: Present information in a language other than English**

*Learners present to an audience of listeners or readers on a variety of topics. (Presentational)*

- 7.3.1 Recite developmentally appropriate rhymes, proverbs, and poetry of the target cultures.
- 7.3.2 Present prepared material and student-created material on a variety of topics.  
Examples: Dialogues, skits, etc.
- 7.3.3 Read passages aloud to practice appropriate intonation and pronunciation with increasing accuracy.
- 7.3.4 Compose simple cohesive written information using appropriate formats and more varied vocabulary and structures.
- 7.3.5 Sing developmentally appropriate songs of the target language and cultures.

**Standard 4****CULTURES: Develop awareness of other cultures**

*Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.*

- 7.4.1 Investigate and report on basic social practices of the target cultures.  
Example: Celebrations and holidays unique to the target cultures
- 7.4.2 Examine products, perspectives, and symbols of the target cultures.
- 7.4.3 Examine factors that influence practices, products, and perspectives.  
Examples: Geography, weather, demographics, etc.
- 7.4.4 Describe contributions from other cultures.  
Examples: Art, literature, famous people, etc.

**Standard 5****CONNECTIONS: Make connections to other content areas**

*Learners use the target language to expand their knowledge of and make connections among multiple content areas.*

- 7.5.1 Investigate and report on objects and concepts from other content areas.  
Examples: Probability (refers to Mathematics 5.6.4), body parts and exercise (refers to Science 4.4.9), forms of government (refers to Social Studies 7.2.4)
- 7.5.2 Integrate content area concepts and skills through relevant activities.  
Examples: Report on survey results in the target language, identify and describe body parts used for various activities, label forms of government in various countries

**Standard 6****CONNECTIONS: Access and connect information through various media**

*Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.*

- 7.6.1 Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.  
Examples: Electronic dictionaries, language websites, TV programs, etc.
- 7.6.2 Use digital media and culturally authentic resources to study target cultures.  
Examples: Short video clips, advertisements, etc.

**Standard 7****COMPARISONS: Investigate the nature of language and culture**

*Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.*

- 7.7.1 Use cognates and word families to guess meaning.
- 7.7.2 Recognize and use a variety of language structures.  
Example: Parts of speech
- 7.7.3 Compare and use idiomatic and colloquial expressions in the target language.
- 7.7.4 Compare and use authentic forms of address in familiar social situations.
- 7.7.5 Compare the social patterns of other cultures and the learner's own culture.  
Examples: Compare school settings, role-play meeting new people, discuss dating, etc.

## **Standard 8**

### **COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings**

*Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.*

- 7.8.1 Share experiences from the world language classroom within the school and/or community.  
Example: Make presentations to peers and school community
- 7.8.2 Investigate and share with others the influences of the target language and cultures on the community.  
Examples: Architecture, special events, stores and shops, etc.
- 7.8.3 Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.  
Examples: Watch movies in the target language, listen to songs in the target language, join a club, establish e-pal or pen pal connections with native speakers, travel abroad



## Grade 8

### Standard 1

#### **COMMUNICATION: Write and speak in a language other than English**

*Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)*

- 8.1.1 Accurately and appropriately state information about self, family, and friends.
- 8.1.2 Exchange more detailed information and opinions orally.
- 8.1.3 Exchange more detailed information and opinions in written form.  
Examples: Letters, e-mails, etc.
- 8.1.4 Make requests and ask different types of questions in a variety of social situations.
- 8.1.5 Recognize and use situation-appropriate non-verbal communication.
- 8.1.6 Use speaking and listening strategies to facilitate communication.  
Examples: Identifying key words, synonyms and antonyms

### Standard 2

#### **COMMUNICATION: Interpret information in a language other than English**

*Learners interpret written and spoken language on a variety of topics. (Interpretive)*

- 8.2.1 Respond accurately to classroom requests, commands, and directions.
- 8.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.  
Example: Identify basic parts of speech
- 8.2.3 Make educated guesses about meaning in familiar written and spoken contexts, using cognates and familiar vocabulary.

### Standard 3

#### **COMMUNICATION: Present information in a language other than English**

*Learners present to an audience of listeners or readers on a variety of topics. (Presentational)*

- 8.3.1 Recite developmentally appropriate rhymes, proverbs, and poetry of the target cultures.
- 8.3.2 Present prepared material and student-created material on a variety of topics with greater ease.  
Examples: Dialogues, skits, plays, etc.
- 8.3.3 Read passages aloud to practice appropriate intonation and pronunciation with increasing accuracy and ease.
- 8.3.4 Compose simple cohesive written information using appropriate formats and more varied vocabulary and structures with increasing accuracy.
- 8.3.5 Sing developmentally appropriate songs of the target language and cultures.

**Standard 4****CULTURES: Develop awareness of other cultures**

*Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.*

- 8.4.1 Investigate and report on basic social practices of the target cultures.  
Examples: Fashion, cultural trends, health, etc.
- 8.4.2 Discuss products, perspectives, and symbols of the target cultures through guided participation.
- 8.4.3 Examine factors that influence practices, products, and perspectives.  
Examples: Geography, weather, history, economy, etc.
- 8.4.4 Describe contributions from other cultures.  
Examples: Art, literature, famous people, etc.

**Standard 5****CONNECTIONS: Make connections to other content areas**

*Learners use the target language to expand their knowledge of and make connections among multiple content areas.*

- 8.5.1 Investigate and report on objects and concepts from other content areas.  
Examples: Probability (refers to Mathematics 5.6.4), inherited traits (refers to Science 8.4)
- 8.5.2 Integrate content area concepts and skills through relevant activities.  
Examples: Report on survey results in the target language, discuss family traits in the target language

**Standard 6****CONNECTIONS: Access and connect information through various media**

*Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.*

- 8.6.1 Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness.  
Examples: Electronic dictionaries, language websites, TV programs, etc
- 8.6.2 Use digital media and culturally authentic resources to study target cultures.  
Examples: Short video clips, advertisements, etc.

**Standard 7****COMPARISONS: Investigate the nature of language and culture**

*Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.*

- 8.7.1 Use cognates and word families to guess meaning.
- 8.7.2 Recognize and use a variety of language structures.  
Examples: Demonstratives and possessives
- 8.7.3 Compare and use idiomatic and colloquial expressions in the target language.
- 8.7.4 Compare and use authentic forms of address in familiar social situations.
- 8.7.5 Compare the social patterns of other cultures and the learner's own culture.  
Examples: Compare school settings, role-play meeting new people, discuss dating, etc.

## **Standard 8**

### **COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings**

*Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.*

- 8.8.1 Share experiences from the world language classroom within the school and/or community.  
Example: Make presentations to peers and school community
- 8.8.2 Investigate and share with others the influences of the target language and cultures on the community.  
Examples: Architecture, special events, stores and shops, etc.
- 8.8.3 Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.  
Examples: Watch movies in the target language, listen to songs in the target language, join a club, establish e-pal or pen pal connections with native speakers, travel abroad

## Grade 9

### Standard 1

#### **COMMUNICATION: Write and speak in a language other than English**

*Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)*

- 9.1.1 Accurately and appropriately state information about self and others.
- 9.1.2 Exchange detailed information and opinions orally on a variety of topics.
- 9.1.3 Exchange detailed information and opinions in written form on a variety of topics.
- 9.1.4 Make requests and ask different types of question in a variety of social situations.
- 9.1.5 Recognize and use situation-appropriate non-verbal communication.
- 9.1.6 Use speaking and listening strategies to facilitate communication.  
Examples: Circumlocution, synonyms and antonyms

### Standard 2

#### **COMMUNICATION: Interpret information in a language other than English**

*Learners interpret written and spoken language on a variety of topics. (Interpretive)*

- 9.2.1 Respond to everyday requests, commands, and directions.
- 9.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.  
Example: Respond to comprehension questions in the target language
- 9.2.3 Make educated guesses about meaning in unfamiliar written and spoken contexts.

### Standard 3

#### **COMMUNICATION: Present information in a language other than English**

*Learners present to an audience of listeners or readers on a variety of topics. (Presentational)*

- 9.3.1 Recite rhymes, proverbs, and poetry or sing songs of the target language and cultures.
- 9.3.2 Produce and present creative material on a variety of topics.  
Examples: Reports, plays, mock travel journal, etc.
- 9.3.3 Read passages aloud to demonstrate improving intonation and pronunciation.
- 9.3.4 Compose cohesive written information using appropriate formats and more varied vocabulary and structures with increasing accuracy.

### Standard 4

#### **CULTURES: Develop awareness of other cultures**

*Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.*

- 9.4.1 Investigate and report on cultural practices of the target cultures.  
Examples: Traditions, religion, popular music, etc.
- 9.4.2 Discuss products, perspectives, and symbols of the target cultures through guided participation.
- 9.4.3 Describe factors that influence practices, products, and perspectives.  
Examples: History, politics, technology, etc.
- 9.4.4 Recognize the interrelations among the practices, products, and perspectives of the target cultures.
- 9.4.5 Explain significant events unique to the target cultures.
- 9.4.6 Explain contributions from other cultures.

## **Standard 5**

### **CONNECTIONS: Make connections to other content areas**

*Learners use target language to expand their knowledge of and make connections among multiple content areas.*

- 9.5.1 Make connections with other content areas through resources intended for native speakers.
- 9.5.2 Design and share activities and materials that integrate the target language and cultures with other content area concepts and skills.  
Examples: Crosswords, puzzles, games, etc.

## **Standard 6**

### **CONNECTIONS: Access and connect information through various media**

*Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.*

- 9.6.1 Use digital media and culturally authentic resources to build vocabulary and improve receptive and productive language skills.  
Examples: RSS feeds/Podcasts, streaming audio, streaming video, etc.
- 9.6.2 Use digital media and culturally authentic resources to study target cultures.  
Examples: News broadcasts, online newspapers, etc.
- 9.6.3 Identify and evaluate resources intended for native speakers.

## **Standard 7**

### **COMPARISONS: Investigate the nature of language and culture**

*Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.*

- 9.7.1 Use elements of word formation to expand vocabulary and derive meaning.  
Examples: Prefixes, suffixes, roots

- 9.7.2 Recognize and use complex language structures.  
Example: Compound and complex sentences
- 9.7.3 Compare and use idiomatic, colloquial, and proverbial expressions in the target language.
- 9.7.4 Compare and use authentic forms of address in familiar and unfamiliar social situations.
- 9.7.5 Compare systems of other cultures and the learner's own culture.  
Examples: Educational, political, religious practices, etc.

## Standard 8

### **COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings**

*Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.*

- 9.8.1 Share experiences from the world language classroom with others.
- 9.8.2 Investigate and share with others the influences of the target language and cultures on the community.  
Examples: Architecture, special events, stores and shops, careers using the target language, etc.
- 9.8.3 Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.  
Examples: Watch movies in the target language, listen to songs in the target language, join a club, establish e-pal or pen pal connections with native speakers, travel abroad
- 9.8.4 Research and present about a local and/or global need that is identified as authentic by the cultures of the target language.

## Grade 10

### Standard 1

#### **COMMUNICATION: Write and speak in a language other than English**

*Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)*

- 10.1.1 Initiate, sustain, and close conversations in limited yet varied situations.
- 10.1.2 Exchange detailed information and opinions orally on a variety of topics.
- 10.1.3 Exchange detailed information and opinions in written form on a variety of topics.
- 10.1.4 Make requests and ask different types of questions in a variety of social situations.
- 10.1.5 Recognize and use situation-appropriate non-verbal communication.
- 10.1.6 Use speaking and listening strategies to facilitate communication.  
Examples: Circumlocution, synonyms and antonyms

### Standard 2

#### **COMMUNICATION: Interpret information in a language other than English**

*Learners interpret written and spoken language on a variety of topics. (Interpretive)*

- 10.2.1 Respond to everyday requests, commands, and directions.
- 10.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.  
Example: Provide a brief summary of the material in the target language
- 10.2.3 Make educated guesses about meaning in unfamiliar written and spoken contexts.

### Standard 3

#### **COMMUNICATION: Present information in a language other than English**

*Learners present to an audience of listeners or readers on a variety of topics. (Presentational)*

- 10.3.1 Recite rhymes, proverbs, and poetry or sing songs of the target language and cultures.
- 10.3.2 Produce and present creative material on a variety of topics.  
Examples: Reports, student-written plays, etc.
- 10.3.3 Read passages aloud to demonstrate improving intonation and pronunciation.
- 10.3.4 Compose cohesive written information using appropriate formats and more varied vocabulary and structures with increasing detail.

### Standard 4

#### **CULTURES: Develop awareness of other cultures**

*Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.*

- 10.4.1 Investigate and report on cultural practices of the target cultures.
- 10.4.2 Analyze and discuss products, perspectives, and symbols of the target cultures through guided participation.
- 10.4.3 Discuss factors that influence practices, products, and perspectives.  
Examples: Health, technology, social issues, gender equality, etc.
- 10.4.4 Explain the interrelations among the practices, products, and perspectives of the target cultures.
- 10.4.5 Explain significant events unique to the target cultures.
- 10.4.6 Explain contributions from other cultures.
- 10.4.7 Identify elements that shape cultural identity in the learner's heritage and in the target cultures.

## Standard 5

### CONNECTIONS: Make connections to other content areas

*Learners use target language to expand their knowledge of and make connections among multiple content areas.*

- 10.5.1 Expand understanding of other content areas through resources intended for native speakers.
- 10.5.2 Design and share activities and materials that integrate the target language and cultures with other content area concepts and skills.  
Examples: Puzzles, games, etc.

## Standard 6

### CONNECTIONS: Access and connect information through various media

*Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.*

- 10.6.1 Use digital media and culturally authentic resources to build vocabulary and improve receptive and productive language skills.  
Examples: RSS feeds/Podcasts, streaming audio, streaming video, etc.
- 10.6.2 Use digital media and culturally authentic resources to study target cultures.  
Examples: News broadcasts, online newspapers, etc.
- 10.6.3 Identify and evaluate resources intended for native speakers.

## Standard 7

### COMPARISONS: Investigate the nature of language and culture

*Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.*

- 10.7.1 Use elements of word formation to expand vocabulary and derive meaning.  
Examples: Prefixes, suffixes, roots



- 10.7.2 Recognize and use complex language structures.  
Example: Mood
- 10.7.3 Compare and use idiomatic, colloquial, and proverbial expressions in the target language.
- 10.7.4 Compare and use authentic forms of address in familiar and unfamiliar social situations.
- 10.7.5 Compare systems of other cultures and the learner's own culture.  
Examples: Educational, political, religious practices, etc.

## Standard 8

### **COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings**

*Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.*

- 10.8.1 Share experiences from the world language classroom with others.
- 10.8.2 Investigate and share with others the influences of the target language and cultures on the community.  
Examples: Architecture, special events, stores and shops, careers using the target language, etc.
- 10.8.3 Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.  
Examples: Watch movies in the target language, listen to songs in the target language, join a club, establish e-pal or pen pal connections with native speakers, travel abroad
- 10.8.4 Research and present about a local and/or global need that is identified as authentic by the cultures of the target language.

## Grade 11

### Standard 1

#### COMMUNICATION: Write and speak in a language other than English

*Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)*

- 11.1.1 Interact in culturally and socially authentic and/or simulated situations.
- 11.1.2 Exchange detailed information and opinions orally on a variety of topics and in a culturally-appropriate manner.
- 11.1.3 Exchange detailed information and opinions in written form on a variety of topics and in a culturally-appropriate manner.
- 11.1.4 Make requests and ask different types of questions in a culturally-appropriate manner.
- 11.1.5 Recognize and use situation-appropriate non-verbal communication.
- 11.1.6 Use speaking and listening strategies to facilitate communication.  
Examples: Circumlocution, synonyms and antonyms

### Standard 2

#### COMMUNICATION: Interpret information in a language other than English

*Learners interpret written and spoken language on a variety of topics. (Interpretive)*

- 11.2.1 Respond accurately and appropriately to everyday requests, commands, and directions.
- 11.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.  
Example: Answer complex comprehension questions in the target language
- 11.2.3 Make educated guesses about meaning in unfamiliar written and spoken contexts.

### Standard 3

#### COMMUNICATION: Present information in a language other than English

*Learners present to an audience of listeners or readers on a variety of topics. (Presentational)*

- 11.3.1 Recite rhymes, proverbs, and poetry or sing songs of the target language and cultures.
- 11.3.2 Produce and present elaborate creative material on a variety of topics.  
Examples: Reports, plays, etc.
- 11.3.3 Read passages aloud with appropriate intonation and pronunciation.
- 11.3.4 Compose well-developed written information using appropriate formats and varied vocabulary and structures.

### Standard 4

#### CULTURES: Develop awareness of other cultures

*Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.*

- 11.4.1 Analyze and reflect on cultural practices of the target cultures.
- 11.4.2 Independently analyze and discuss products, perspectives, and symbols of the target cultures.
- 11.4.3 Discuss factors that influence practices, products, and perspectives.  
Examples: Technology, immigration, emigration, international markets, etc.
- 11.4.4 Explain the interrelationships among the practices, products, and perspectives of the target cultures.
- 11.4.5 Analyze the origin and impact of significant events unique to the target cultures.
- 11.4.6 Analyze the origin and impact of contributions from other cultures.

## **Standard 5**

### **CONNECTIONS: Make connections to other content areas**

*Learners use target language to expand their knowledge of and make connections among multiple content areas.*

- 11.5.1 Expand understanding of other content areas through resources intended for native speakers.
- 11.5.2 Design and share activities and materials that integrate the target language and cultures with other content area concepts and skills.  
Examples: Projects, mini-lessons, cadet teaching, etc.

## **Standard 6**

### **CONNECTIONS: Access and connect information through various media**

*Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.*

- 11.6.1 Use digital media and culturally authentic resources to build vocabulary and improve receptive and productive language skills.  
Examples: RSS feeds/Podcasts, streaming audio, streaming video, etc.
- 11.6.2 Use digital media and culturally authentic resources to study target cultures.  
Examples: News broadcasts, online newspapers, virtual environments, etc.
- 11.6.3 Identify and evaluate resources intended for native speakers.

## **Standard 7**

### **COMPARISONS: Investigate the nature of language and culture**

*Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.*

- 11.7.1 Use elements of word formation to expand vocabulary and derive meaning.  
Examples: Prefixes, suffixes, roots
- 11.7.2 Recognize and use complex language structures.  
Example: Passive and active voice

- 11.7.3 Compare and use idiomatic, colloquial, and proverbial expressions in the target language.
- 11.7.4 Compare and use authentic forms of address in familiar and unfamiliar social situations.
- 11.7.5 Analyze and compare systems of other cultures and the learner's own culture.  
Examples: Educational, political, religious practices, etc.
- 11.7.6 Compare and contrast elements that shape cultural identity in the learner's heritage and in the target cultures.

## Standard 8

### **COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings**

*Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.*

- 11.8.1 Share experiences from the world language classroom with others.
- 11.8.2 Explain how the target language and/or cultures have impacted other communities.
- 11.8.3 Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.  
Examples: Watch movies in the target language, listen to songs in the target language, join a club, establish e-pal or pen pal connections with native speakers, investigate a local and/or global need that is identified as authentic by the cultures of the target language, travel abroad

## Grade 12

### Standard 1

#### **COMMUNICATION: Write and speak in a language other than English**

*Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)*

- 12.1.1 Interact in a wide range of culturally and socially authentic and/or simulated situations with increasing ease.
- 12.1.2 Exchange detailed information and opinions orally on a wider range of topics and in a culturally-appropriate manner.
- 12.1.3 Exchange detailed information and opinions in written form on a wider range of topics and in a culturally-appropriate manner.
- 12.1.4 Make requests and ask different types of questions in a culturally-appropriate manner.
- 12.1.5 Recognize and use situation-appropriate non-verbal communication.
- 12.1.6 Use speaking and listening strategies to facilitate communication.  
Examples: Circumlocution, synonyms and antonyms

### Standard 2

#### **COMMUNICATION: Interpret information in a language other than English**

*Learners interpret written and spoken language on a variety of topics. (Interpretive)*

- 12.2.1 Respond accurately and appropriately to everyday requests, commands, and directions.
- 12.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks  
Example: Discuss the material in-depth with a peer
- 12.2.3 Make educated guesses about meaning in unfamiliar written and spoken contexts.

### Standard 3

#### **COMMUNICATION: Present information in a language other than English**

*Learners present to an audience of listeners or readers on a variety of topics. (Presentational)*

- 12.3.1 Recite rhymes, proverbs, and poetry or sing songs of the target language and cultures.
- 12.3.2 Produce and present insightful material on a variety of topics with greater ease.  
Examples: Reports, plays, etc.
- 12.3.3 Read more complex passages aloud with appropriate intonation and pronunciation.  
Example: Unfamiliar and unrehearsed material
- 12.3.4 Compose well-developed written information using appropriate formats and extensive vocabulary and structures with increasing accuracy.

### Standard 4

#### **CULTURES: Develop awareness of other cultures**

*Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.*

- 12.4.1 Analyze and reflect on cultural practices of the target cultures.
- 12.4.2 Independently analyze and discuss products, perspectives, and symbols of the target cultures.
- 12.4.3 Make predictions about factors that influence practices, products, and perspectives.  
Examples: Energy resources and environmental issues
- 12.4.4 Discuss changes in the interrelationships among the practices, products, and perspectives of the target cultures.
- 12.4.5 Analyze the origin and impact of significant events unique to the target cultures.
- 12.4.6 Analyze the origin and impact of contributions from other cultures.

## **Standard 5**

### **CONNECTIONS: Make connections to other content areas**

*Learners use target language to expand their knowledge of and make connections among multiple content areas.*

- 12.5.1 Expand understanding of other content areas through resources intended for native speakers.
- 12.5.2 Design and share activities and materials that integrate the target language and cultures with concepts and skills of multiple content areas.  
Examples: Project-based learning, capstone project, cadet teaching, etc.

## **Standard 6**

### **CONNECTIONS: Access and connect information through various media**

*Learners strengthen language proficiency by using current digital media and authentic resources.*

- 12.6.1 Use digital media and culturally authentic resources to build vocabulary and improve receptive and productive language skills.  
Examples: RSS feeds/Podcasts, streaming audio, streaming video, etc.
- 12.6.2 Use digital media and culturally authentic resources to study target cultures.  
Examples: News broadcasts, online newspapers, virtual environments, etc.
- 12.6.3 Identify and evaluate resources intended for native speakers.

## **Standard 7**

### **COMPARISONS: Investigate the nature of language and culture**

*Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.*

- 12.7.1 Use elements of word formation to expand vocabulary and derive meaning.  
Examples: Prefixes, suffixes, roots

- 12.7.2 Recognize and use complex language structures.  
Example: Multiple verb tenses
- 12.7.3 Research and compare the origins of idiomatic, colloquial, and proverbial expressions in the target language.
- 12.7.4 Compare and use authentic forms of address in familiar and unfamiliar social situations.
- 12.7.5 Analyze and compare systems of other cultures and the learner's own culture.  
Examples: Educational, political, religious practices, etc.
- 12.7.6 Compare and contrast elements that shape cultural identity in the learner's heritage and in the target cultures.

## **Standard 8**

### **COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings**

*Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.*

- 12.8.1 Share experiences from the world language classroom with others.
- 12.8.2 Explain how the target language and/or cultures have impacted other communities.
- 12.8.3 Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment.  
Examples: Watch movies in the target language, listen to songs in the target language, join a club, establish e-pal or pen pal connections with native speakers, investigate an authentic local and/or global community need associated with the target language and/or cultures, travel abroad